**CURRICULUM MAP Reading 11 Grades 9-10**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 11: Responding to Literature**  Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret library texts from a variety of genres and a wide spectrum of American world cultures.  **Grade 9-10 Specific Literature Standard:**  **Responding to Literature**  Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.  a. Self-select text to respond and develop innovative perspectives.  b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.  **Grade 9-10 Specific Informational Standard:**  N/A | Students will be able to respond to literature through literary analysis across genres and cultures.  Students will be able to respond to literature through cultural lenses. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How does the meaning of a text change depending on the lens through which we view it? * How does the analysis of literature help a reader connect to the ups and downs of human experience? * How does exposure to text from various cultures help foster a more diverse society? * How do writers use various genres to criticize social institutions? * How does literature from different genres, times and/or cultures portray the complex relationships between different peoples?   **Topical Questions:**  **Literature:**   * What criteria can you use to evaluate how well a work of literature is written? What makes a work of literature “beautiful?” * How do we analyze various forms of literature to make specific connections? * What does one self-select text to appropriately respond to literature? * How does using criteria help in making an informed judgment about the quality of the text you are reading? * What is literature? * With what techniques does an author demonstrate relationships? * What inferences can be made about the gender roles of men and women by analyzing and evaluating Homer’s The Odyssey and comparing it with our own society? * How do these works challenge the traditions? | |
| **KNOWLEDGE:** | **SKILLS:** |
| * **Students will know. . .** * How to interpret, analyze, and evaluate text including poetry and drama. * How to identify aesthetics and ethics in text. * How to make connections between the original text and ideas, cultural perspectives, eras, personal events and situations * How to make text to text connections * How to interpret, evaluate narratives, poetry, and drama * How to make text to text connections to other ideas, cultural perspectives, and situations * How to make judgments about the quality of texts | * **Students will be able to. . .** * Read and respond to literature with the following intent:   + - Interpret text aesthetically and ethically in writing, verbally and in your mind’s eye * Select appropriate level of text * Select appropriate text for assignment * Comprehend the text to establish and use criteria to select texts and make informed judgments about the quality of the pieces * Make text to text connections to various texts including narratives, poetry, and drama * Make text to text connections to ideas, situations, cultural perspectives and traditions * Make judgments about the quality of the texts |
| **CONTENT:** | |
| **Plays**:  *A Raisin in the Sun* by Lorraine Hansberry  *Antigone* by Sophocles  *A Doll’s House* by Henrik Ibsen  *The Tempest* and *Romeo and Juliet* by William Shakespeare  **Novels:**  *Of Mice and Men* by John Steinbeck  *Night by* Elie Weisel*, Frankenstein by* Mary Shelley  *House on Mango Street* by Sandra Cisneros  *Kite Runner* Khaled Hosseini  *If you Come Softly* Jacqueline Woodson  *Monster* Walter Dean Myers  Gary Soto  *Beowulf* Seamus Heaney  *Canterbury Tales*  *Gilgamesh*  Mythology  Grimms’ Fairytales  *1984* by George Orwell  *Farenheit 451*  *Joy Luck Club* Amy Tan  Oscar Wilde  *The Color of Water* James McBride  **Short Stories:** “Monkey’s Paw” “The Most Dangerous Game” “The Necklace”  Authors: Saki (H. H. Munro), Guy de Maupassant, Ray Bradbury, Kurt Vonnegut, O’Henry, Edgar Allen Poe  **Films**: *The Power of One, Life is Beautiful, The Price of the Ticket: Interview with James Baldwin, Freedom Writers,*  **Poetry**:Shelley, Byron, Coleridge, Blake, Wordsworth, Keats, Maya Angelou, Langston Hughes, Louis Ginsberg, (poets list)  **Informational texts***: “*Perils of Indifference” by Elie Weisel, “Pilgrimage to Non-violence” by Dr. Martin Luther King Jr. “On Being 17 Bright and Unable to Read” by David Raymond  “Black Men and Public Space” Brent  *I Know Why the cage Bird Sings* Maya Angelou, *Black Boy* Richard Wright, *Like Sisters on the Homefront* Rita Williams Garcia  (African American)  Sharon Creech (Native American) *Walk Two Moons*  *Kite Runner, A Thousand Splendid Suns* Khaled Hosseini  *Joy Luck Club, Kitchen God’s Wife* Amy Tan  *Krik?Krak!,* Edwidge Dandicat (Haiti)  *Hiroshima* John Hersey  *Shabanau* –Suzanne Fisher Staples (Pakistan)  *Annie John,* “Girl” Jamaica Kincaid (Carribean)  *Parrot in the Oven* Victor Martinez (Mexico)  Proverbs (Confuscius)  *1001 Arabian Nights* (Middle Eastern)  *Weetzie Bat* Francesca Lia Block*, Am I Blue* by Marion Dane Bauer, *The Perks of being a Wallflower* Stephen Chobsky (Transgender/Gay/Lesbian) | |
| **VOCABULARY:** | |
| Subtext, inference, explicit, implicit, citation, symbol, memoir, interpretive, evaluative, predictions, perspective, direct and indirect characterization, protagonist, antagonist  central ideas, plot, literary theme, objective, subjective, informational text, main idea, relevant material, irrelevant material, point of view, narration, narrator, internal and external conflict, epic hero, epic, author’s intent, connotation, denotation, diction, figurative language, rhetoric | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that there will be on-going built-in assessments attached to each classroom lesson or Aim that will guide lesson planning and instruction to meet the needs of all students.  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, mini-comprehension quizzes, peer interviews, peer reviewing and critiquing, pair-share, class discussions, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned? What don’t I understand yet? How can I connect what I learned to what I already know? How can I apply what I have learned? How do my biases influence my understanding? What are my strengths? What are my weaknesses? What learning tools/resources would help my learning progress?) | |
| Performance Task:  Students will read sample poetry, mythology, and drama and compare similarities and contrast differences in their notes. (ex: Pyramus and Thisbe (original) and *Romeo and Juliette* (Shakespeare), The Story of Narcissus and Echo (original) and the Epilogue of *The Alchemist* (Coelho)  Other Evidence:  Students will write a 5 paragraph Essay using two works (myths, plays, or poems) and compare how they are similar and different and how they draw off each other. (Ex. Greek/Roman Lit and The Renaissance)  Using spoken word poetry gives students an opportunity to read and provide a critique of the chosen work. Choosing spoken word poetry allows students to analyze the political and social themes presented in the literature. Upon completion, have students create their own.  Student Self-Assessment and Reflection:  Where else have you seen these stories retold? (ex: Romeo and Juliet, Narcissus, etc.) What movies, books, songs, etc, tell these stories over again? Hint: Walt Disney loves to do this!  Other assessments:  Essays: Comparing a poem to short story/novel | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| Using spoken word poetry gives students an opportunity to read and provide a critique of the chosen work. Choosing spoken word poetry allows students to analyze the political and social themes presented in the literature. Upon completion, have students create their own. | |
| **RESOURCES:** | |
| *The English Teacher’s Companion* by Jim Burke  [www.readwritethink.org](http://www.readwritethink.org)  [www.pbs.org](http://www.pbs.org)  [www.amnestyinternational.org](http://www.amnestyinternational.org)  *Understanding By Design* Grant Wiggins  *Strategies that Work*, by Stephanie Harvey and Anne Goudvis | |
| **TECHNOLOGY INTEGRATION:** | |
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